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ABSTRACT

At Borough of Manhattan Community College (BMCC) in New York, over 90% of the students are ethnic minorities, and two-thirds are women. Among BMCC freshmen, 70% require some form of remediation. Faculty development efforts at the college emphasize the issues of serving an ethnically diverse student population and of reinforcing the basic skills of students. Faculty development efforts at the college have included: (1) faculty exchanges permitting BMCC faculty to teach at other institutions within the City University of New York (CUNY) system; (2) dissertation counseling seminars for tenured faculty who have completed doctoral course work; and (3) release time for faculty to attend special seminars examining issues such as gender, race, and ethnicity as they relate to the curriculum. Three faculty development projects have been initiated by the Office of Academic Affairs: (1) the Urban Academy Project (UAP), which provides faculty with in-service training on new methods to improve teaching; (2) the Freshman Year Project, which involves faculty in freshman orientation activities, and provides special seminars for faculty teaching paired or blocked freshman courses; and (3) the Committee on Pluralism and Diversity in the Curriculum, which presents forums and workshops to promote greater awareness of pluralism in the classroom. Activities initiated by faculty committees have included Faculty Development Day, the Faculty Mentoring Program, interdepartmental grants, and the Colloquium on College Teaching. Brief descriptions of each university and campus faculty development activity are included. (PAA)

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FACULTY AND STAFF DEVELOPMENT: TWO MODELS OF ADMINISTRATIVE-FACULTY LINKAGES

Borough of Manhattan Community College
The City University of New York

Presenters:

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INTRODUCTION
(Dr. Curtis)

[This presentation followed that of St. Louis Community College at Forest Park, the first of the two models to be described.]

At Borough of Manhattan Community College (BMCC) our approach to faculty development is a little less centralized, and it depends for the most part on faculty-generated initiatives that yield a bottom up program. We have in place a Faculty Development Committee who undertake, as you'll hear, a number of activities on our campus. However, they do not oversee the entire range of activities offered at the College. We'll try to give you a sense of the nature of our faculty development program and its structure as we go along. Three of us will briefly highlight aspects of our program. My name is Stephen Curtis. I'm Dean of Academic Affairs at BMCC. My colleagues are Dr. Sadie Bragg, Associate Dean of Academic Affairs, who has specific responsibility for several faculty development projects, and Dr. Stephanie Mazur, a member of our Science Department who also serves as Chairperson of our Faculty Development Committee. My role will be to provide a brief overview, then Drs. Bragg and Mazur will speak to a few specific examples.

First, let me give you a quick profile of our institution. Borough of Manhattan Community College is a campus of The City University of New York. Ours is the largest of The City University community colleges and the only one situated in Manhattan. We are an open admissions institution, and we attract almost 15,000 students in credit programs each semester. In addition to serving students from all five New York City boroughs, we have a foreign student population which currently represents 97 countries. In terms of race and ethnicity, 55% of our student body is Black, 29% Hispanic, 7% Asian, 9% Caucasian and other ethnic groups. Almost two-thirds of our students are women.

In contrast to our student population, 57% of our full-time faculty are Caucasian, 29% Black, 9% Hispanic, 5% Asian and other ethnic groups. About one-half are women. The difference in student and faculty demographics is one issue that we have sought to address through faculty development.

Another issue is our students' academic preparation. Many of our students come to the College without a strong academic background. Twenty percent (20%) of entering freshmen hold a GED rather than a high school diploma, and only 38% of entering freshmen have achieved a high school average of 70 or better. As part of The City University of New York, our College participates in a mandatory Freshman Skills Assessment Program. All entering students are assessed in the areas of reading, writing and mathematics.

The results of those assessments indicate that 70% of our students are placed into one or more remedial classes, and our faculty have developed well-defined sequences of courses in reading, writing, mathematics and English as a Second Language. A second issue toward which we have geared faculty development initiatives, then, is how to reinforce the basic skills needs of our students across disciplines.

A third issue deals with other needs of our faculty. The College employs a large cadre of teaching and counseling faculty, consisting of 300 full-time and 550 part-time staff. Of our 300 full-time faculty, 71% are tenured and 41% hold the doctorate. Fifty-three percent (53%) of our total instructional hours are taught by part-time faculty. So we also face the need to motivate a highly tenured instructional staff, to train a large cohort of part-time faculty, and to respond to the instructional goals that our faculty have established for themselves.

You should have received a handout which lists many of the faculty development efforts at our college. We won't have time to go through the whole listing, but I want to highlight some of the University programs. Because we are part of a major urban university, we are able to participate in a number of programs that can be of great benefit to our faculty. Three Examples:

Faculty Exchange. The University is in its third year of a successful Faculty Exchange Program. BMCC has been one of the most active campuses involved in the program. Faculty may teach one course or a full semester load at another campus within the University. This exchange may occur between two-year colleges, four-year colleges, or a two-year and a four-year college. Our faculty have been delighted with these opportunities. One, a member of our English Department, recently enjoyed a semester at John Jay College, a sister baccalaureate institution, and he was pleased to discover little or no difference between his second semester English composition students at John Jay and those at BMCC. Several faculty from senior institutions have specifically requested the opportunity to teach on our campus, particularly because it afforded them access to newer facilities. Finally, we benefit from the ability to participate too in international exchange programs, most recently hosting a Visiting Professor of Art from the University of Shanghai. Such opportunities stimulate faculty and students alike.

Faculty Advancement Program. In the Fall of 1988 the College inaugurated its ABD Seminar Program. This program sought to encourage tenured faculty, especially women and minority members of our staff, who were lacking only their dissertation for the doctorate, to complete their dissertations by participating in a seminar offering group

support and individual dissertation counseling. I should add here that advancement within the professorial ranks at The City University of New York is dependent, with a few exceptions, upon holding the doctorate as a minimum criterion.

The City University was impressed enough with the results of our first year that it has modeled a University-wide program, called the Faculty Advancement Program, on our initiative. In assuming responsibility for the program, in which we also now participate, the University retained the principal facets of the original program.

The heart of the ABD program is the group seminar. Led by a senior faculty member, who has undergone training before being assigned to lead the seminar, the seminar meets on a weekly basis; and it allows faculty to solicit responses from the group on the scope of a given dissertation topic, on effective approaches to the topic, on the clarity of presentation, etc. Each member of the group has an assignment for the following week to critique material presented by a colleague. This peer review also serves as a strong stimulus for each individual participant to write a chapter and have it ready to present to the group on time! In addition, the University provides three hours of released time to participate in the seminar, hours which can, at the College's discretion, be matched at the campus level.

Of our original four faculty participants in the Fall of 1988, three have since completed their doctorates. By Fall of 1989 three new participants had entered the ABD program, and two of these have now completed the doctorate. Out of the most recent group of participants (7), two more have been awarded their doctorates.

We have been extremely pleased with the results of this initiative, and we feel that it has enabled a number of our faculty to break through what can be both a practical and a psychological barrier. One of our faculty participants had entered the dissertation stage sixteen years ago, and with the responsibilities of full-time teaching, family obligations and other commitments, she had never been able to bring that project to fruition. All of us at the College were delighted when she finally received the doctorate; she, of course, was the most delighted of all.

Faculty Development Seminars: Balancing the Curriculum. The University, as part of its University-wide Faculty Development Program, offers each year four to six seminars on various topics, for which faculty are released from three to six hours to participate. The seminar entitled, "Balancing the Curriculum for Gender, Race and Ethnicity," is one which is offered every year, both as part of the seminar series and also separately funded by Vocational Education monies. The

seminar has grown out of the recognition that most traditional understanding of knowledge has taken the experiences of white Anglo-American and European men as normative. Participating faculty explore recent scholarship and specific readings drawn from diverse racial, ethnic, economic and social groups, as well as women's studies, in order to integrate ideas from these materials into the curriculum of their own disciplines. Thus the seminar syllabus spans theory, practical examples and pedagogical issues. It allows faculty to examine effective teaching strategies for an urban community college whose student population is so diverse. For that reason we actively encourage and seek out faculty to participate in the Balancing the Curriculum seminar; and in the last five years we have always had at least one--and as many as three--participants in the seminar.

The value of this particular faculty development effort has extended beyond the participants themselves. For the last two years, participants in the University-wide seminar have organized campus seminars dealing with pluralism and diversity issues. As one example, one session was led by two faculty presenters from nearby William Paterson College in New Jersey. The two drew on their own experience in developing a course on racism and sexism at their college; and that experience served as an excellent focal point for a discussion of practical classroom and curricular issues.

These are examples of activities available to all faculty within The City University, and, for the most part, generated centrally within our University structure. Our campus-based activities, however, are much more faculty-generated; and at this point, I'll turn our presentation over to Stephanie and Sadie, who will focus on campus-based programs.

* *

THREE CAMPUS PROJECTS
(Dr. Bragg)

As Steve has indicated in his remarks, many of the faculty development projects at Borough of Manhattan Community College are initiated from the bottom up. That is, they began with faculty or they grow out of faculty ideas or initiates. However, there are some faculty development projects at the College that begin in the Office of Academic Affairs. I shall speak to you about three of these projects --The Urban Academy Project, The Freshman Year Project and The Committee on Pluralism and Diversity in the Curriculum.

I should point out that, even though these faculty development projects began at the administrative level, they are directed and implemented by the faculty, with assistance

from the Office of Academic Affairs. Let me begin with the Urban Academy Project.

URBAN ACADEMY PROJECT		
GOALS OF THE PROJECT	-	To provide in-service training to faculty seeking new methods to improve their teaching.
PROJECT ACTIVITIES	-	Teaching inquiry method; observing classes; publishing teaching journal
FACULTY PARTICIPATION	-	16 faculty from Mathematics, Social Science, Science, English, Developmental Skills, Speech, Business Management, Accounting, Early Childhood Education, and Counseling
IMPACT ON FACULTY AND STUDENTS	-	All faculty get an opportunity to employ these techniques and strategies in their college-level classes. These classes consist of high school students and college students.
FUNDING SOURCE	-	Aaron Diamond Foundation

The Urban Academy Project began the Spring of 1990 as a collaborative faculty development project between BMCC and a New York City alternative high school. The purpose of the project is to provide in-service training for BMCC faculty seeking new methods to improve their teaching. The faculty, working collaboratively with the high school teachers, explore teaching techniques and strategies which encourage inquiry and critical thinking across subject areas. The inquiry method is student-centered, promoting learning from the bottom up. Rather than pre-digesting knowledge for students, teachers encourage them to develop hypotheses and then seek evidence to support them.

During the 1990-91 academic year, faculty in the project observed classes at the high school, experimented with the inquiry method in their own classrooms and taught selected students from the high school who took college courses at

BMCC. The project has developed into a faculty development program now involving 16 BMCC professors. As part of this development, the project will publish an in-house teaching journal during the 1991-92 school year. The project is funded by the Aaron Diamond Foundation.

FRESHMAN YEAR PROJECT		
GOALS OF THE PROJECT	-	To enhance the Freshman Year Experience for all freshmen at the College; to make faculty aware of the diversity of our students and to give faculty an opportunity to examine their teaching methods.
PROJECT ACTIVITIES	-	Training sessions for all faculty who participate in freshman orientation; planning and evaluation sessions for faculty teaching paired or blocked courses; faculty seminar focused on pedagogical and related classroom issues.
FACULTY PARTICIPATION	-	35 faculty from many different disciplines.
IMPACT ON FACULTY	-	Faculty get an opportunity to employ the techniques and strategies in their courses.
FUNDING SOURCE	-	University grant source State funding

The Freshman Year Project began in Fall 1989. The overall goal of the project is to enhance the freshman year experience for all freshmen. A faculty steering committee has developed a series of objectives for the project, but the one which is relevant to my presentation today, is faculty development.

One of the faculty development activities has included training sessions for all faculty who participate in freshman orientation. These training sessions focus on the faculty's role in the orientation process and the importance of making the students feel a part of the College. In addition, these

sessions allow students to become familiar with academic and support services at the College and small group settings allow students the opportunity to develop peer relationships. I should point out that the small group freshman orientation which is held each semester at the College and conducted by faculty grew out of a faculty development initiative sponsored by the Urban Academy Project which was mentioned earlier.

The second faculty development activity is the planning and evaluation sessions for faculty teaching paired or blocked courses designed for freshman students. These sessions allow faculty the opportunity to collaborate with their colleagues about teaching styles and about the learning styles of the students which they have in common.

The third activity is a semester-long faculty seminar focused on pedagogical and related classroom issues. The goal of the seminar for Spring 1991 was to provide a forum of exchange for 30-35 faculty who were selected based on their availability and a statement of why they wanted to participate in the project. Each was given three hours released time to participate in seminars emphasizing:

Collaborative learning
Critical thinking
Inquiry learning
Reading, writing and computing across the curriculum
Diversity in learning styles
Thematic approaches to basic skills and
Integrating computers, media and
Video in classroom instruction

Each faculty member is expected to teach a course in Fall 1991 implementing innovative pedagogy learned from the seminars, thus impacting about 4,000 students. The project is funded by State funds through the University.

COMMITTEE ON PLURALISM AND DIVERSITY IN THE CURRICULUM		
GOALS OF THE PROJECT	-	To examine faculty development activities impacting pluralism and to develop greater awareness of pluralism and diversity issues in the classroom.
PROJECT ACTIVITIES	-	Faculty forums and "hands-on" workshop
FACULTY PARTICIPATION	-	Since Fall 1989, 98 faculty have participated in the committee activities.
IMPACT ON FACULTY	-	Faculty are more aware of the different learning styles of their students and how to incorporate the different learning styles that predominate in various cultures into their curriculum and instruction.
FUNDING SOURCE	-	University grant source

The Committee on Pluralism and Diversity in the Curriculum was established in Fall 1989. The goal of the committee as it relates to faculty development is to examine faculty development activities which would develop greater awareness of pluralism issues in the classroom.

The project activities have included faculty forums and a "hands-on" workshop. The forums, such as "Meeting the Challenge of Diversity in Learning Styles in the Classroom," provided faculty with the opportunity to address the learning needs of students and to give the faculty direction and resources to incorporate a variety of perspectives and voices into their curriculum. The workshop on conceptualization and development of multicultural curriculum led by an outside consultant allowed faculty to participate in small group activities on how to develop a multicultural curriculum.

Since Fall 1989, about 98 faculty from a variety of departments have participated in either the forums or the workshops and in some cases, both. This faculty development activity is funded by the Office of Academic Affairs with funds from the University.

I have presented to you three of our faculty development projects that were initiated by the Office of Academic Affairs. Stephanie will now present to you some faculty development initiatives that were begun by the faculty.

* *

FACULTY DEVELOPMENT COMMITTEES
(Dr. Mazur)

I would like to speak with you, this afternoon, about the activities of two committees, each of which addresses the issues of Faculty Development from the bottom up, i.e., the faculty members comprising these committees initiate the ideas, organize the events and evaluate the impact of these activities on faculty.

One of these committees, the Ad Hoc Committee on the Atypical Learner, originated when a group of colleagues, meeting at a conference on the learning disabled, held outside the college, recognized a mutual interest. Since its inception the committee has dedicated itself to working with the at-risk population of identified L. D. students on our campus. However, one of the most important aspects of its work has been to promote faculty awareness of the needs and accommodations for students with learning disabilities. Toward this end, the committee has provided lectures, workshops, seminars and training sessions to increase professional development for faculty working with these special students. In addition, the faculty comprising this committee serve as liaisons to their respective departments--providing experience and expertise in dealing with students requiring special accommodations without compromising academic integrity. This committee receives funding for its activities from Vocational Education Funds.

Because this committee is outside the governance structure of our institution it reaches out to all interested faculty without requiring membership in the college's Faculty Council, thus, increasing the involvement of faculty with students and with the college in general, and also providing faculty with an avenue for gaining service credit, an important part of the promotion and tenure process in our college. The committee continues to expand its membership and to provide a means of networking for faculty who have become sensitive to the needs of our L.D. population.

The second committee, the Faculty Development Committee, is a standing committee within the College's governance structure. This means that its members are selected from an elected Faculty Council Body. It has developed into one of the most active committees in the college. Neither the chairperson nor the faculty members receive released time. Provided with funding from the President's Office, it has

been able to expand the scope of its activities to meet the dynamic needs of its faculty. There are six principal activities which can be cited.

Faculty Development Day. Two times each academic year, at the beginning of each semester, the committee organizes an event called Faculty Development Day, which is combined with the President's and Deans' opening addresses to the faculty. The day usually develops in the form of workshops, speakers, presentations, seminars or rounds tables. Some of the recent topics of the day have been:

1) Articulation and Transfer
2) Freshman Year Experience
3) Critical Thinking
4) Teachers on Tape: Teaching Strategies Across the Curriculum
5) Experiential Learning: A Model

This day has successfully generated faculty interest by providing a forum for the expression of issues vital to the college, its students, and college teaching.

Faculty Mentoring Program. Recent assessment of an ongoing Mentoring Program has caused the committee to re-design this program. Where formerly its purpose was to acquaint only new faculty members to the reappointment, tenure, and promotion process, it has currently been expanded to include all members of the faculty. Senior faculty who volunteer to mentor junior faculty meet informally throughout the school year. To augment these informal meetings, the committee provides workshops and speakers. This activity has encouraged a greater feeling of belonging and has stimulated the involvement of participating faculty in college governance.

Interdepartmental Grants. The awarding of Interdepartmental Grants has become a highlight of Faculty Development Committee activities. During the fall semester, faculty from different departments work collaboratively to develop proposals for varying types of projects. The projects can take the form of exhibits, seminars, forums, classroom research, development of classroom materials and film presentations, to benefit significant sectors of the faculty membership. The committee offers mini-grants for the purpose of carrying out these projects during the Spring Semester. No released time is awarded. The grant recipients report back to the faculty either in workshop format or in a report filed in the Library. These grants have provided faculty with an opportunity to broaden their interest areas while fostering collaboration and promoting collegiality.

Volunteer Program. The Volunteer Program invites faculty volunteers to participate in all committee

discussions and activities and to participate in the governance body (Faculty Council).

This volunteer program is a unique activity among the college's standing committees and was developed for the purpose of providing faculty who were unable to gain entrance into the college's governance body and committees an opportunity to serve. It has definitely helped faculty gain reappointment, tenure and promotion by providing a college service opportunity, but more importantly it has fostered involvement and commitment on the part of the volunteers to issues vital to the college's functioning.

Colloquium on College Teaching. To acquaint, stimulate and actively involve faculty in practical methods to enhance their classroom activities to benefit learning, the committee has organized a new annual Colloquium on College Teaching to be held for the first time on October 25. The colloquium will consist of a panel of four speakers (Dr. Patricia Hutchings, Dr. Stephen Brookfield, Dr. Susan Hill, and Dr. Lenore Gall). Faculty and administrators from neighboring colleges and universities as well as our own college will be invited. We hope that a dialogue on college teaching will begin at the upcoming colloquium and will be further sparked by the publication of the Proceedings of the day's events in which we will include faculty contributions on their college teaching experiences.

Special Activities. In addition to the standing activities just described, the committee sponsors special workshops, presentations and forums that develop as an outgrowth of mini-grants such as:

- Tax Planning Seminars
- Water Day
- Visual Image
- Retaining Information and Regaining Control
- Salome--Who Was She and Did She Dance?
- Cross Cultural Cinema for the Classroom
- Cultural Bias in Testing in Relation to Minority Students
- Creativity and the Right Brain
- Using Videotapes Across the Curriculum to Develop Teaching and Tutoring Strategies for Atypical/All Learners

The committee has also supported the library in providing faculty development materials. Finally, it also sponsors projects proposed at any time during the academic year by any faculty members as long as the activity benefits a large portion of the faculty population. Unfortunately, the committee cannot provide monetary support for projects that benefit only individual faculty members.

I cannot emphasize enough however, how important to the functioning of both the Atypical Learner Committee and the Faculty Development Committee is the support provided by our administration, most especially the Office of Academic Affairs. This support includes: the personal--helping with ideas; the practical--helping with logistics of planned events and providing secretarial and/or computer assistance; and the monetary--finding those needed few dollars to make a function successful.

The booklets we have distributed will provide you with a brief description of all the faculty development activities we engage in at the college. We would be most pleased to answer any questions you may have.

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UNIVERSITY FACULTY DEVELOPMENT ACTIVITIES

Faculty Exchange Program. The City University Faculty Exchange Program enables selected faculty to spend a semester teaching a full-course or one-course schedule at one of the seventeen CUNY senior and community colleges. The program is open to all tenured and certificated faculty.

Faculty Advancement Program. Modeled on the BMCC ABD program, this University initiative aids faculty members in completing their doctoral dissertations and enhances their ability to enter the professorial ranks. Designed for faculty and professional staff who have completed all doctoral requirements except the dissertation, the program provides released time for participants not only to work on the dissertation, but also to meet in a small group seminar which provides feedback, encouragement, criticism and support. The seminar is led by a senior faculty mentor from the University. Faculty may apply to participate for up to two semesters in the program.

Mellon Fellowships for Community College Faculty. The Graduate School and University Center of The City University, under a grant from the Andrew W. Mellon Foundation to support education in the humanities at community colleges in the New York metropolitan area, sponsors fellowships for teachers from two-year colleges to participate in one of two annual seminars. Selected Fellows are released from up to one-half of their normal teaching load to devote themselves to seminar topics. Fellows are also able to enroll in a doctoral course in any discipline offered by The Graduate School. Fellows act as mentors to doctoral students who, as teacher interns, cover the courses from which the Fellows have been released.

Faculty Development Seminars. Each year the University sponsors several year-long faculty seminars, open to all tenured and certificated faculty within the University, with

the goal of increasing faculty effectiveness as scholars and teachers. Over the last decade participants have developed curricula for new courses and programs, integrated computers and computer software into teaching and research, and explored instructional techniques. Participants are typically released from teaching one course per semester. These seminars are supplemented by University-wide one-day colloquia, "New Directions in Teaching," on a variety of classroom-related topics.

Balancing the Curriculum for Race, Gender and Ethnicity. With the assistance of Vocational Education funding, the University sponsors a year-long seminar designed to examine issues related to gender, ethnicity, race and class. Faculty explore recent scholarship drawn from diverse racial, ethnic, economic and social groups, as well as from women's studies, in order to integrate ideas derived from these materials into the curriculum of their disciplines. Participants are released from teaching one course.

Sabbatical Leave. Faculty members who are tenured or certificated are eligible to apply for sabbatical leave. The leave may be for one year at half pay or one semester at full pay. Applications may be made for study and related travel; improvement of teaching; or creative work in literature or the arts.

Professional Reassignment. Full-time library faculty may apply for professional reassignment, not to exceed four weeks during any one academic year. The reassignment may be used for research, scholarly writing, or other professional activities.

Scholar Incentive Award. Scholar Incentive Awards are available to facilitate documented scholarly research. This award may also be considered as a supplement for faculty who have been awarded a research grant (such as a Fulbright), but whose full-time salary will not be covered by the external award.

PSC/CUNY Award. The City University maintains an internal research award program which is open to all full-time faculty. Funding supports activities in the creative arts and research in the areas of natural science, social science, humanities and interdisciplinary studies. The awards are competitive.

CAMPUS FACULTY DEVELOPMENT ACTIVITIES

Professional Travel. Per contractual agreement between The City University of New York and the Professional Staff Congress/CUNY, the University annually provides funds for professional travel. Such travel is funded through

individual college budgets, and allocations to instructional staff (full- and part-time) at BMCC are approved by the Office of Academic Affairs.

Office of Academic Affairs Workshops. The Office of Academic Affairs, through the Associate Dean for Personnel and Faculty Development, offers a series of workshops for faculty each year. These include preparatory workshops on promotion and sabbatical applications, bi-annual workshops for department chairpersons, and an annual Adjunct Recognition Night.

Office of Grants and Development Workshops. Each year the Office of Grants and Development sponsors a series of workshops highlighting successful grant applications, providing guidance on grantwriting, assisting PSC/CUNY Award applicants, and promoting an annual Fulbright Forum.

Faculty Development Committee. A standing committee within the College's governance structure, the Faculty Development Committee initiates, coordinates, and supports an array of faculty-oriented activities. These activities include a Mentoring Program, in which senior faculty mentor junior colleagues in order to enhance their success in the reappointment, promotion and tenure processes; a Faculty Day Program each semester, which offers speakers, workshops and roundtables on college and classroom issues; Interdepartmental Grants, which enable faculty to develop research projects, seminars, forums and classroom materials; and an annual Joseph Doctor Colloquium on College Teaching, which focuses on practical classroom applications of innovative teaching strategies.

Writing and Reading Across the Curriculum Committee. This ad hoc committee is interdepartmental in nature and receives some funding from the Office of Academic Affairs and through Faculty Development Committee grants. The committee hosts seminars each year which present the theory of writing and reading to learn, an overview of writing and reading processes, specific classroom strategies, and pen-in-hand techniques that connect reading and writing. Seminar participants are drawn from all academic departments; and committee members are available to consult, offer suggestions, and observe classes.

Atypical Learner Committee. Begun as an ad hoc faculty committee, this project now operates with the support of Vocational Education funding. The committee works with a learning disabilities specialist, develops and coordinates faculty/tutor training workshops, establishes connections between learning disabled students and faculty or tutors trained by the committee, and has begun a high school outreach program to effect a successful transition to college for learning disabled students.

Pluralism and Diversity in the Curriculum. This committee, appointed by the Dean of Academic Affairs, is charged with examining the issue of diversity as it impacts curriculum at the college. The committee has begun a series of faculty seminars designed to enable faculty to diversify classroom materials, to be sensitive to a diverse student population, and to examine a variety of pedagogical techniques.

Freshman Year Project. The College has initiated a long-range project focused on the freshman year experience. A faculty steering committee has developed a series of objectives for the project, including faculty development activities. Development activities have included training sessions for all faculty who participate in freshman orientation; planning and evaluation sessions for faculty teaching paired or blocked courses; and a semester-long faculty seminar focused on pedagogical and related classroom issues.

Urban Academy Project. The Urban Academy Project is a collaborative program between the New York City Board of Education and Borough of Manhattan Community College. The primary purpose of the project is to provide in-service training for BMCC faculty seeking new methods to improve their teaching. BMCC faculty, working with the High School Inquiry Development Project, receive training in teaching techniques and strategies which encourage inquiry and critical thinking across subject areas. Project participants employ these techniques and strategies in their own college-level classes and in specially designated classes for both high school and college students.

Critical Thinking Project. As a means of developing both a dedicated course in critical thinking as well as materials which can be incorporated across disciplines, the Critical Thinking Project has employed a seminar process to train faculty from many academic departments. With implementation of the course recently accomplished, emphasis now has been placed on infusing courses across disciplines with critical thinking techniques. Initial training has been supported by Vocational Education funds.

Gerontology Project. A three-semester collaborative effort with New York City Technical College and Brookdale Center in Aging, Hunter College, involved BMCC faculty from a variety of disciplines in a project focussed on minority issues in the field of aging. Faculty attended weekly seminars and subsequently integrated new modules or experiences into existing curricula.

Faculty/Staff Resource Room. The Faculty/Staff Resource Room is designed to encourage faculty/staff collaboration in strengthening instructional services, as well as being a

focal point for the exchange of information and knowledge among members of the college community. Services include workshops, one-on-one training, small-group instruction, assistance with design and production of computing projects, on-site user support services, technical consulting, assistance with software development projects, and availability of audio and video supplementary training materials.

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